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ABSTRACT

This resource catalog is intended for the use of teachers and school administrators looking for an effective program of reading instruction based on identification of student performance needs. The characteristics, objectives, and planning of such a program are discussed. Resource products are divided into the categories of teacher education, objectives/testing systems for use with basal text programs, and programs with testing and prescriptive instruction. Program focus, grade level, and components are described. Ordering information is included. (JD)

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READING INSTRUCTION BASED ON IDENTIFICATION OF STUDENT PERFORMANCE NEEDS

An Educational Product Information Booklet

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FLORIDA LINKAGE SYSTEM PROJECT
Office of Educational Dissemination/Diffusion
Florida Department of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Department of Education
Tallahassee, Florida
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OTHER DESCRIPTORS OF THE CONTENT

Mastery Learning

Individualized Instruction

Diagnostic/Prescriptive Instruction

Continuous Progress Learning

Performance-based Instruction

Competency Based Instruction

Ad-hoc Grouping

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INTRODUCTION

On the following pages, you will be introduced to educational products which base reading instruction upon the identification of student performance needs. All of the products listed have demonstrated their effectiveness in field-testing. This means that if you implement the program as specified, you can expect that your students will achieve in a manner similar to field-test students.

If you are receiving this package as a response to a stated problem, you will note that some product names have been checked. These products appear to match the situation you have described. Descriptions of checked products are included in this information packet. If you wish, you may request information on products not checked.

If you have requested general information on reading instruction based on the identification of student performance needs, you will receive only this packet which lists names and descriptions of such products. You may receive more specific information on any of the products listed by detaching the form on the last page, checking the name of the products for which you wish to receive more information and sending it to FREE, Office of Educational Dissemination/Diffusion, Florida Department of Education, the Knott Building, Tallahassee, Florida 32304. The telephone number you may call collect is (904) 487-1078.

Be sure to state the name of the product for which you wish to receive more information, and the name of the packet in which it is listed. (The name of this packet is READING INSTRUCTION BASED ON THE IDENTIFICATION OF STUDENT PERFORMANCE NEEDS).

READING INSTRUCTION

BASED ON THE IDENTIFICATION OF

STUDENT PERFORMANCE NEEDS

"Reading instruction based on the identification of student performance needs" is a strategy that has been assigned a number of labels: mastery learning, individualized learning, diagnostic/prescriptive instruction, continuous progress learning, performance-based instruction, etc. The critical elements of a program that bases instruction on student needs are as follows:

1. The program goals are clearly stated and analyzed into tasks that a student "must be able to do" to reach the goal.

2. Students are initially tested to see which tasks they can do and which they must learn to do.

3. For each task that a student is initially unable to do, a structured time for learning the task must be provided.

4. When the student completes the process of learning all of the tasks, a "mastery" test is given to see if the student can accomplish the program goal.

It is easy to see why an instructional model with such elements is called "instruction based on the identification of student performance needs." When students are initially tested (step 2) their "needs" are identified. The label "individualized" also fits because each student's individual profile of needs is identified. Some instructional programs are designed so that a student receives instruction at an individual pace, while other programs suggest that ad-hoc grouping be used. (In ad-hoc grouping, the groups change to accommodate student progress so that all students in a group at a given point in time have the same identified needs). The label "continuous progress" is descriptive because students work on tasks which enable continuous progress to the program goal. They are not asked to practice tasks already mastered while they wait for others to "catch up" with them. They keep moving ahead to a new objective each time they have mastered the previous one. Since each task must be mastered before the student is considered capable of performing the goal, it is easy to see why such instruction is called "mastery learning." The instruction is "performance-based"

because the objectives are described in words which report the performance the student should be able to do as a result of the instruction.

EFFECTIVENESS OF INSTRUCTION THAT IS BASED ON STUDENT NEEDS

Increased achievement in basic skills has been shown to be related to:

1. Clearly-stated objectives (Holzman and Boes, 1973; Rosenshine; Gow, 1977).

2. The use of objectives' testing to place students in instruction (Glaser,1965; Gow, 1977; Kamm, 1978).

3. Well-structured instructional programs which match the objectives (Rosenshine, 1976; Evertson and Brophy, 1973).

4. Classroom organization and instructional practice which permits students to use class time for tasks (Berliner and Rosenshine, 1977).

5. Teachers knowledgeable in diagnostic/prescriptive techniques and direct teaching strategies (Berliner and Rosenshine, 1977; Medley, 1977; Kamm, 1978).

In a cost-effectiveness study of ninety-two programs, it was found that successful programs had a greater degree of program organization such as objectives, testing, instruction based on identification of needs, and recordkeeping of student progress (Gow, 1977).

CHARACTERISTICS OF AN EFFECTIVE PROGRAM FOR READING INSTRUCTION BASED ON THE IDENTIFICATION OF STUDENT PERFORMANCE NEEDS.

1. The program has stated objectives which are derived either from the results of research or by systematic investigation of the content area.

2. The objectives are stated in terms that describe what the student is to do. (The objectives are measurable.)

3. The objectives are sequenced or grouped logically so that the student learns prerequisite skills and knowledge before preceding to a more complex task.

4. The list of objectives is an optimal outline rather than a collection of "nice-to-know or do" statements that put an unnecessary burden on testing and instructional time.

5. The tasks demanded by the test items match the student performances named in the objectives.

6. Information from the initial testing is used to identify which instruction a student needs and which the student can bypass.

7. The instruction is designed so that the student engages in tasks appropriate for the learning of the objective.

8. When a student masters one objective, that student passes immediately to the next objective in the sequence without delay.

9. The student is aware of the objectives and the progress that he/she is making.

10. The materials are designed so that teachers or students do not waste excessive time in the mechanics of testing, grouping for instruction, finding materials, etc.

PLANNING FOR THE ADOPTION OF INSTRUCTION BASED ON THE IDENTIFICATION OF STUDENT PERFORMANCE NEEDS

A school considering the implementation of instruction based on identified student needs will be successful if it answers the following questions in an early stage of planning:

1. Are the objectives of the program stated clearly? Do the stated objectives fit the school's goal?

2. Do the tasks demanded by the test items match the stated student objective?

3. Are teachers familiar with the instructional methods required by diagnosing, prescribing and testing or should extensive staff development be planned?

4. Do the program materials include:

   a. placement testing (pre-test, diagnostic test, entry test)?

   b. suggestions for activities or actual materials that provide students with practice?

   c. a mastery test (post-test, criterion test, exit test)?

   d. a record-keeping system that provides information on the individual student? the class profile?

   e. procedures or materials for informing parents of the program's goals and of their child's progress?

5. Has the school or school district provided a support system which functions during the implementation phase of the program so that problems which arise may be answered immediately?

READING PROGRAMS BASED ON IDENTIFICATION OF STUDENT PERFORMANCE NEEDS

The reading programs listed here have been shown to be effective in field testing. A school that implements a validated program can expect gains similar to those made at demonstration schools.

Products based on the identification of student performance needs for reading have been divided into the following categories: Teacher Education; Objectives/Testing Systems for Use with Basal Text Programs; and Programs with Testing and Prescriptive Instruction.

The remainder of this report will be devoted to describing these categories--in this order--and the reading programs which fall in each of them.

I. Teacher Education

The programs listed here focus upon the development of teacher skills in organizing and managing classrooms where instruction is based on student needs. They also teach techniques for diagnosing student needs and providing prescriptive instruction.

If your school has already adopted an objectives testing/management system and you are searching for validated materials which match particular objectives, please request a search for such materials from FREE.

ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL)

Target Audience: Teachers, grades K-8

Description: ACIL was designed to support teachers and principals during the transition from traditional to a diagnostic/prescriptive instructional system. The teacher in-service training uses a "how-to" approach, which is paralleled by a principal in-service training emphasizing the development and use of instructional leadership skills. The Utah System Approach to Individualized Learning (U-SAIL) is used as the diagnostic system for ACIL.

INDIVIDUALLY GUIDED EDUCATION (IGE)

Target Audience: Schools or school districts who wish to develop individually guided instruction.

Description: IGE personnel will work with local school personnel in implementing an instructional program based on the identification of student needs. Of particular interest is the Instructional Programming Model (IPM) which describes a systematic approach to individualizing any content area. The Wisconsin Design for Reading Diagnostic/Prescriptive System is an instructional component of the IGE system.

MODEL CLASSROOMS

Target Audience: Teachers, Grades 1-6

Description: A six-day workshop is conducted with teachers during the summer. During this time teachers learn to administer placement tests, use class profile sheets, prepare prescription sheets, and conference with students. Teachers also select reading skills for grades K-6 and develop a keying system for relevant classroom materials. When school begins, teachers operate their program for two and a half hours daily. Student progress is assessed weekly and students' monitor their own progress.

DIAGNOSTIC AND PRESCRIPTIVE READING INSTRUCTION

Target Audience: Reading teachers, Grades K-6

Description: This multimedia program offers teachers experience in diagnosis, ways of locating procedures to teach needed skills, and suggestions for appropriate strategies. Seventeen instructional video tapes are to be used in one hour seminars.

T.R.I. RIGHT TO READ PROJECT: A COMPETENCY-BASED EDUCATION PROGRAM IN READING-BASED LANGUAGE ARTS

Target Audience: Teachers, Grades K-8

Description: This teacher in-service program is designed so that it may be used by an individual teacher who wishes to gain competency. Twenty-five tripacs (learning packages) are provided on topics concerning the teaching of reading. The teacher, after reading the tripac is to produce a three-page summary of the topic.

GLASSBORO RIGHT TO READ PROJECT

Target Audience: Grades K-6

Description: A comprehensive assessment of student reading competence, staff capabilities and community interest is made. On the basis of this assessment; a program of staff development, reading instruction and community support is drawn up and put into operation. A four-day training program is an essential start, and an additional twenty hours of in-service training in diagnosing, prescribing, classroom management, and instructional record keeping is needed. After implementation, about one hour per week of in-service training and planning is required.

RIGHT TO READ: Wilson Junior High School

Target Audience: Reading teachers, 8-12

Description: "Staff development - taking the good teachers and making them into better" - is emphasized in this Right to Read program. Following a needs assessment, teachers work together to plan an improvement in the school's needs. Implementation of the plan involves professional development and teaches working together to build upon each other's strengths.

The program provides an assessment handbook, a management system with criterion-referenced objectives, and teacher-developed tests.

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)

Target Audience: Teachers who teach students of all abilities, grades K-12, and adults.

Description: A five to ten-day preparatory, in-service education program is advised. During this time teachers acquire teacher behaviors essential to preventing reading failure. Teachers learn how to elicit correct responses from non-responding pupils, establish mastery levels of responses with performances and rate as criteria, how to diagnose and prescribe instantly when errors or no responses occur, and how to effectively manage and monitor classroom learning. ECRI materials and mastery testing may be used along with materials which already exist in the school.

NEW ADVENTURES IN LEARNING (NAIL)

Target Audience: Teachers of grades K-3

Description: Teachers receive instruction in initial three to five day sessions and then meet regularly (4 to 5 times per year) to maintain the skills learned and to discuss the implementation of the program. Programmed texts provide instruction in use of formal and informal diagnostic instruments, writing and management of individual pupil prescriptions, use of techniques that modify student behavior, expansion of oral language skills and remediation of psycholinguistic disabilities. Materials already at the school can typically be used in the implementation of NAIL.

LEARNCYCLE: RESPONSIVE TEACHING

Target Audience: Teachers who need skills for teaching high risk students.

Description: Responsive teaching comprises a variety of reinforcement-based teaching techniques including precision teaching, contingency management and token economies. During the training, teachers get to role play and observe so that they are able to generate their own unique programs. The training also shows teachers how to monitor, evaluate, and revise their programs in accordance with changing student

needs and in line with recent accountability mandates. School districts may implement LEARNCYCLE by sending an individual to receive training that is then shared with individual teachers who wish to adopt the program. LEARNCYCLE manuals are produced at no cost.

FAST: Functional Analysis Training

Target Audience: Teachers of students of all abilities, Grades K-6.

Description: A teacher receiving the instruction learns how to place students and evaluate their progress, how to analyze student tasks, how to organize the classroom into learning centers for diagnostic/prescriptive teaching, how to find or develop prescriptive instruction how to utilize support personnel, and how to involve parents in classroom activities. Materials are provided in a kit so the teacher has in the classroom a resource for reviewing skills.

INTENSIVE READING IMPROVEMENT PROGRAM

Target Audience: Teachers, grades K-8

Description: IRIP aims to raise elementary school reading achievement by upgrading teachers skills in reading instruction. From each participating school, one teacher serves as a reading resource teacher. IRIP provides this teacher with sixty hours of training in essential theories and methods of teaching reading. This teacher then conducts thirty hours of in-service training sessions for the schools other classroom teachers. Included in the thirty hours of in-service are units on Continuous Progress-Mastery Learning Programs.

II. Objectives/Testing Systems for Use With Basal Text Programs

The programs listed here primarily provide skills testing and a management/record keeping system. Objectives are keyed to commercial materials (basal texts) which are commonly used in schools. While the programs may provide some prescriptive instruction they are designed to be used in a school where reading materials are available. The school is not faced with the financial burden required in the adoption of new readers, and yet can adopt a successful skills approach to reading.

WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT: WORD ATTACK

Target Audience: grades K-3, or R

Description: The purpose of WDRSD Word Attack component is to teach children a procedure for attacking phonetically and/or structurally regular words, and to recognize all common irregular words on the Dolch list. The program includes: (1) criterion-referenced diagnostic and mastery tests, (2) pupil profile cards, (3) suggested activities and worksheets for prescriptive instruction for each objective, (4) and a key that identifies prescriptive instruction in popular basal and supplemental materials. The suggested classroom organization is that ad-hoc group be formed after diagnostics. For learners with difficulty, there is the Delta program (see a later section) which prescribes more practice and smaller steps but which uses the WDRSD Word Attack objectives and tests.

WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT: COMPREHENSION

Target Audience: Grades K-6, R

Description: Comprehension products often tend to skip literal comprehension skills and this imposes a burden on students with comprehension problems. The WDRSD Comprehension program is one product that systematically stresses literal comprehension skills. The objectives relate to: (1) word meaning (word parts and context cues), (2) sentence meaning (detail and paraphrasing), (3) passage meaning (central thought and relationships/conclusions), and (4) sequence. The materials include diagnostic and progress tests, pupil profile cards, activities and work sheets for each objective and a key to prescriptive instruction in popular basal and supplemental materials. The suggested classroom organization is that flexible instructional groups be formed after diagnostic testing.

WISCONSIN DESIGN FOR READING SKILLS DEVELOPMENT: SELF DIRECTED INTERPRETIVE AND CREATIVE READING

Target Audience: Grades K-6, R

Description: Descriptive and expressive goals are identified in each area: self directed reading, interpretive reading, and creative reading. Since these are different types of goals than basic skills goals, assessment instruments are not

available. The program provides a planning guide for the teacher, pupil profile cards, and a resource file of activity suggestions. Students work individually or in small groups.

WISCONSIN DESIGN FOR READING SKILLS DEVELOPMENT: STUDY SKILLS

Target Audience: Grades K-6, R

Description: Students learn to read maps, graphs, and tables; and to use a variety of reference sources. The Study Skills component includes: 1) criterion-referenced diagnostic and mastery tests, 2) pupil profile cards, 3) activities and worksheets for each objective, and a key to prescriptive instruction in popular basal series and supplementary materials.

PROFICIENCY VERIFICATION SYSTEM FOR READING

Target Audience: Grades 1-3

Description: PVS is a management, information system that can be tied to any basal text series. PVS helps teachers and administrators check pupil progress on specific outcomes and to arrange appropriate grouping patterns for instruction. Continuous Learning Mastery Profiles, used by the teachers, assist in day to day planning and in periodic evaluation of individual pupil progress. Validated prescriptive instructional kits which match the objectives, provide individualized practice for the skills. These kits, purchased separately, are designed for learning center use or individualized, independent seatwork.

UTAH SYSTEMS APPROACH TO INDIVIDUALIZED LEARNING (U-SAIL)

Target Audience: Grades K-9

Description: Students reading ability levels are determined by testing. Teachers plan prescriptive instruction using the U-SAIL activity sheets and worksheets. Material from popular basal-series and supplemental materials are also keyed to each U-SAIL objective. The teacher teaches concepts and monitors and conferences with each student as needed.

SYSTEM FOR OBJECTIVE-BASED ASSESSMENT OF READING (SOBAR)

Target Audience: Grades K-12

Description: SOBAR is used for pre, post, and interim testing of reading objectives. Objectives may be predetermined or may be custom-designed by school and SOBAR representatives working together. The information gained by testing can be used by the school or teacher to design prescriptive instruction. SOBAR-ESPANOL is also available.

PEGASUS-PACE: CONTINUOUS PROGRESS READING PROGRAM

Target Audience: Grades K-8

Description: Performance objectives and corresponding diagnostic instruments form the core of PEGASUS-PACE. Learners are grouped and subgrouped according to their needs. The personalized instruction following diagnosis employs a variety of learning activities. A full-time coordinating teacher is required for each cluster of two grades, and instructional aides are also utilized.

SYSTEMATIC APPROACH TO READING IMPROVEMENT (SARI)

Target Audience: Grades K-8

Description: Performance objectives in vocabulary, word analysis, comprehension and oral reading are identified. The Teachers' Manual contains suggestions for testing the given objectives. The objectives follow the typical basal text pattern of skills (analytic phonics approach.)

INSTRUCT: INSTRUCTIONAL SYSTEM FOR TEACHING READING USING CONTINUOUS PROGRESS TECHNOLOGY

Target Audience: Grades K-3

Description: The INSTRUCT program provides a school with two major benefits: a word attack and spelling skills program, and teacher training in direct teaching techniques. The skills component provides stated objectives, criterion-referenced testing, record keeping forms (both student, and group charts), instructional supports such as games, take homes, coded commercial materials, and suggestions for classroom organization. The INSTRUCT staff is able to provide inservice training in direct teaching techniques for schools and school districts.

HOFFMAN SYSTEMS APPROACH TO READING

Target Audience: Grades K-6

Description: The Hoffman System was developed in the Miami-Dade School System. It provides a set of clearly-stated objectives in decoding and comprehension. For each objective the teacher is provided with a placement test, a teacher-directed lesson, student practice (worksheets), evaluation, and follow-up activities. The objectives are coded to Florida's Minimum Reading Standards, grades 3,5, and 8.

AIRS: ANDOVER'S INDIVIDUALIZED READING SYSTEM

Target Audience: Grades 1-6

Description: All instructional activities, materials and tests are keyed to a comprehensive set of behavioral objectives. Commercial materials are used as prescriptions. Teacher's manuals specify teacher-directed lessons in phonics using typical basal texts materials. When basic decoding is learned, comprehension and vocabulary is stressed. Free reading also becomes part of the curriculum. For comprehension lessons, students read independently but discuss their reading in teacher-directed group discussions.

SDR: SYSTEMS DIRECTED READING

Target Audience: Grades K-6

Description: Each student's specific needs are identified by the classroom teacher and a reading teacher by use of criterion-referenced tests and informal inventories. The classroom model uses a differentiated-staffing pattern in which unit leaders direct unit teachers and instructional aides. A non-graded reading format is followed by teachers, assisted by a Skills Bank in each school. Skills groups are formed on the basis of student's needs. Any school adopting the program must plan to involve at least three grade levels .

CLASSROOM INTERVENTION

Target Audience: Grades 1-6

Description: Each student's entry level is assessed, and then the student's progress is continuously measured. The program is conducted within a regular classroom, utilizing any number of basal reading series. Classroom instruction is coordinated with supportive drill for remedial students in a separate "intervention" classroom.

INDIVIDUALIZED LEARNING FOR ADULTS

Target Audience: Adult Learners

Description: This self-directed learning program has a reading continuum consisting of 129 performance objectives organized into nine areas: phonic analysis, structural analysis, vocabulary development, literal comprehension, interpretive comprehension, evaluative comprehension, library skills, organizational skills and reference skills. Skill booklets cover each performance objective. Cassette tapes are also used.

III. Reading Systems With Testing and Prescriptive Materials

The programs listed in this section have a diagnostic testing/management system and materials designed to serve as the prescriptions. Since prescriptive materials are purchased along with the testing management system, the costs per pupil tend to run a little higher. However, there are added benefit to offset the cost of adoption of these programs; the student activities and materials tend to be congruent with the objectives, and teachers do not have to coordinate materials from diverse sources.

A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION (SAII)

Target Audience: Grades 1-8

Description: SAII provides the teacher with a hierarchical list of skill for reading, instructional objectives for each skill, and necessary pre-and post-tests. Program Management Units support each set of objectives and provide learning activities and alternate routes of instruction. Learning Modules include readiness, phonics, syllabication, and structural analyses. The project has also developed sets of teacher questions plus student worksheets to accompany over 400 paperback books.

SWRL/GINN READING PROGRAM

Target Audience: Grades K-3

Description: Consumable activity packets and reusable paperback storybook packets are the primary materials used for this basal reading program, replacing the typical hardback reader. In field tests, children selected the art styles and stories used in the story books, and while a teacher may question the format of the materials, the teacher can be assured that students from all over the nation chose that

format over other styles. The objectives and activities designed as instruction result in students who are able to read. Initial units stress decoding skills and later ones stress comprehension. Daily sessions (about 30 minutes) of teacher-directed instruction are required; Instruction is reinforced by independent activities. SWRL/ GINN will shortly publish an Advanced Reading Program for grades 4-8. At present, a school may also adopt the SWRL/ GINN Spelling Program, Composition Program and Expressive Language Program for a total approach to Language Arts.

MARC: Multisensory Approach to Reading Curriculum and Reading Readiness

Target Audience: K-3

Description: Teachers use a varied-activity approach and direct teaching methods to teach mastery of beginning reading skills. Teachers make many of the activities and organize their classrooms into a learning center arrangement designed by them to fit their teaching style and their students. MARC was developed in rural Florida and uses culture-based stories to good advantage.

SPIRAL: SYSTEMATIC PROGRESS IN READING AND LITERATURE

Target Audience; Grades 4-6

Description: SPIRAL is an individualized skills approach to comprehension skills, a teacher-directed approach to literature discussion, and a group activity approach to reading skills application. Materials for each facet of SPIRAL are provided: individualized booklets for comprehension exercises, anthologies and teacher-directed reading lessons for literature, and activity cards for application lessons. SPIRAL will be available in the Spring of 1979.

INDIVIDUALLY PRESCRIBED INSTRUCTION (IPI)

Target Audience: Grades 1-6

Description: This individualized reading program combines a hierarchical framework of behaviorally stated objectives, correlated diagnostic and evaluative instruments, curriculum materials, alternative instructional techniques, and systematic management. Learning materials include programmed readers, tapes and tapebooks, skill sheets, story books, and language

master cards.

AKRON FOLLOW THROUGH

Target Audience: Grades K-3

Description: This program uses the IPI reading system, and also uses a reading readiness program designed to fit the IPI (see above). A parent involvement program is also designed to fit IPI reading strategies.

CRANE READING SYSTEM

Target Audience: Grades K-3

Description: Students master spelling/sound relationships and learn to read text which utilizes phonetic structural and linguistic rules. Instruction is designed for individuals or small groups. Activities for multi-sensory practice are suggested.

SRA DISTAR READING

Target Audience: Grades K-3

Description: In use since the 1960's the DISTAR READING PROGRAM has demonstrated consistent results in improving reading skills. The program is designed so that a sequence of small steps take students from entry to mastery of basic reading skills. Teachers' manuals describe the instructional sequence and suggest teacher questioning techniques and feedback techniques. Because of the clear manuals, a great deal of teacher inservice is not needed. Several successful Follow Through programs use DISTAR combined with parent involvement and health/nutrition programs.

PROJECT R-3: READINESS, RELEVANCY AND REINFORCEMENT

Target Audience: Grades 7-9

Description: Project R-3 aims to upgrade essential reading and math skills by involving the students in classroom games and simulations. Diagnosis of needs is made, and individualized prescriptions given. Team planning among teachers is required for a successful program.

MATTESON FOUR-DIMENSIONAL READING PROGRAM

Target Audience: Grades 4-8

Description: Following a placement test, students enter the program at the diagnosed level. Individualized learning packages which provide instruction for 108 objectives have been developed. Students omit skills already mastered. Activities direct the student to selections in various reading texts at his/her independent reading level. Activities are varied and increase in level of readability and complexity following Bloom's Taxonomy. Individual and class record sheets display the growth in reading skills.

READING/ENGLISH ROTATION PROJECT

Target Audience: Grades 6-9

Description: Three different classrooms are needed to rotate sixty students to various reading activities and skills. One classroom serves as a reading lab where basic skills are emphasized; a second reinforces reading skills through various developmental activities; and in the third classroom, the teacher reinforces skills through a language-experience approach. The students are placed in small groups (6-10) based on identified needs, and move from station to station in the classrooms. A two-hour block is used for three class rotations.

DELTA

Target Audience: Grades K-3, or remedial

Description: The Delta activities are designed to be used with the Wisconsin Design for Reading: Word Attack. The activities are designed for students who need more practice to learn letter/sound relationships. Teacher-directed learning provides the introductory exercises, and the clearly-written Delta manual describes the interaction required between teacher and student. Many games and activities are suggested for enjoyable practice of skills.

DESIGN II

Target Audience: Junior high and high school students who are not able to attack words or who exhibit poor comprehension.

Description: Design II uses a modification of the Wisconsin Design for Reading: Word Attack, Study Skills, and Comprehension strands as the diagnostic, management program. Prescriptive instruction is specifically aimed at the older learner and

includes narrative text of content that interests the older students. The text and suggested activities require practice of the skills introduced.

PROJECT READ-WRITE

Target Audience: Grades 4-8

Description: This diagnostic/prescriptive program utilizes innovative writing and oral strategies to teach reading skills. Students listen, write, and rewrite in order to promote reading comprehension Using a Reading Checklist, individual needs are identified and keyed to specific reading objectives or clusters of objectives. Student diagnosis is ongoing and students progress continuously. The individual or small group or a total class can receive the prescriptive instruction.

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READING PROGRAMS BASED ON STUDENT NEEDS	READING	LANGUAGE	GRADE LEVEL	PROGRAM COMPONENTS: OBJECTIVES STATED	DIAGNOSTIC TESTING	CONTINUOUS PROGRESS	PRESCRIPTION KEYS	MATERIALS PROVIDED	TEACHER-MADE PRESC.	MASTERY TESTING	RECORD KEEPING SYSTEM	TEACHER TRAINING	PARENTAL INVOLVEMENT	MOTIVATION	START UP COSTS PER PUPIL (Approx.)
Arizona Consortium for Individualized Learning (b)	x	x	k-8									x			$10.00/ teacher
Individually Guided Education (IGE)	x		k-12									x		x	varied
Model Classrooms	x	x	1-6	x								x		x	varied
Diagnostic and Prescriptive Reading Instruction	x		k-6	x								x			$20.00/ teacher
T.R.I. Right-to-Read Project	x	x	k-8									x			$17.50/ teacher
Glassboro Right-to-Read Project (b)	x		k-6									x			varied
Right-to-Read; Wilson Jr. High School (b)	x		8-12	x	x		x			x	x	x	x	x	varied
Exemplary Center for Reading Instruction (b)	x	x	k-12	x	x	x	x	x		x	x	x		x	varied
New Adventures in Learning (NAIL) (a)	x	x	k-3									x		x	tests provided free

a-eligible for State Adopter Grant
b-eligible for State Facilitator Support

* includes administrative and clerical staff
** costs less with more students using materia

READING PROGRAMS BASED ON STUDENT NEEDS	READING	LANGUAGE	GRADE LEVEL	PROGRAM COMPONENTS: OBJECTIVES STATED	DIAGNOSTIC TESTING	CONTINUOUS PROGRESS	PRESCRIPTION KEYS	MATERIALS PROVIDED	TEACHER-MADE PRESC.	MASTERY TESTING	RECORD KEEPING SYSTEM	TEACHER TRAINING	PARENTAL INVOLVEMENT	MOTIVATION	START UP COSTS PER PUPIL (Approx.)
Learn Cycle	x	x	k-9			x				x	x	x		x	manuals provided free
Fast	x	x	k-6									x	x	x	$35.00/ teacher
Intensive Reading Improvement Program	x		k-8									x	x		varied
Wisconsin Design For Reading Word Attack	x		k-3,R	x	x	x	x	x		x	x	x			$2.15
Wisconsin Design For Reading: Comprehension	x		k-6,R	x	x	x	x	x		x	x	x			$2.33
Wisconsin Design For Reading: Study Skills	x		k-6,R	x	x	x	x	x		x	x	x			$2.33
Wisconsin Design For Reading: Self-Directed, Intensive and Creative Reading	x		k-6,R	x	x	x	x	x		x	x	x			$ .75
Proficiency Verification System (PVS)	x		1-3	x	x	x				x	x	x			$1.25
U-SAIL (b)	x	x	k-9	x	x	x	x	x		x	x	x			$8.00
Sobar	x		k-12	x	x						x				$ .65-1.90

READING PROGRAMS BASED ON STUDENT NEEDS	READING	LANGUAGE	GRADE LEVEL	PROGRAM COMPONENTS: OBJECTIVES STATED	DIAGNOSTIC TESTING	CONTINUOUS PROGRESS	PRESCRIPTION KEYS	MATERIALS PROVIDED	TEACHER-MADE PRESC.	MASTERY TESTING	RECORD KEEPING SYSTEM	TEACHER TRAINING	PARENTAL INVOLVEMENT	MOTIVATION	START UP COSTS PER PUPIL (Approx.)
Pegasus - Pace (b)	x		k-8	x	x	x		x		x	x	x			$18.00*
Systematic Approach to Reading Improvement	x		k-8	x	x	x					x		x		$ 2.75
INSTRUCT (b)	x	x	k-3	x	x	x	x	x		x	x	x	x		$ 5.00
Hoffman Systems Approach to Reading	x		k-6	x	x	x		x		x	x	x			$10.00
AIRS (b)	x	x	1-6	x	x	x	x			x	x	x			$18.65
Systems Directed Reading (SDR) (b)	x		k-6	x	x	x	x			x	x	x	x		Tests: $100.00
Classroom Intervention	x		1-6		x	x	x			x	x	x			$4.00
Individualized Learning For Adults	x	x	ADULTS	x	x	x		x		x	x				$2.50
A Systems approach to Individualized Instruction (b)	x		1-8	x	x			x		x	x	x	x		$5.80
SWRL/GINN Reading Program	x		k-3	x	x	x		x		x	x	x			$3.20
Marc (a)	x	x	k-3	x	x	x		x	x	x	x	x			$11.50
Spiral	x		4-6	x		x		x			x	x		x	

READING PROGRAMS BASED ON STUDENT NEEDS	READING	LANGUAGE	GRADE LEVEL	PROGRAM COMPONENTS: OBJECTIVES STATED	DIAGNOSTIC TESTING	CONTINUOUS PROGRESS	PRESCRIPTION KEYS	MATERIALS PROVIDED	TEACHER-MADE PRESC.	MASTERY TESTING	RECORD KEEPING SYSTEM	TEACHER TRAINING	PARENTAL INVOLVEMENT	MOTIVATION	START UP COSTS PER PUPIL (Approx.)
Individually Prescribed Instruction	x		1-6	x	x	x		x		x	x	x			$110.00
Akron Follow Through	x		k-3	x	x	x		x		x	x	x	x		$ 78.00
Crane Reading System	x		k-3	x	x	x		x			x	x			$ 17.50
SRA Distar Reading	x		k-3	x	x	x		x		x	x				$ 8.50
Project R-3 (b)	x	x	7-9		x		x	x					x		Varied
Matteson 4-D Reading (b)	x		4-8	x	x	x	x	x		x	x	x			$ 5.25
Reading/English Rotation Project (b)	x	x	6-9		x	x	x				x	x			$ 4.50
Delta	x		k-3,R	x	x	x	x	x	x	x	x	x			$ 5.00
Design II	x		7-12	x	x	x		x		x	x	x			$ 10.50
Project Read-Write	x	x	4-8	x	x	x	x	x		x	x	x			Varied

a- eligible for State Adopter Grant
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* includes administrative and clerical staff
** costs less with more students using materials

READING INSTRUCTION
BASED ON THE IDENTIFICATION OF
STUDENT PERFORMANCE NEEDS

To receive more information, check the name of the selected product on this sheet. Detach, fold so that address shows, and mail.

Teacher Education

_____ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL)

_____INDIVIDUALLY GUIDED EDUCATION (IGE)

_____MODEL CLASSROOMS

_____DIAGNOSTIC AND PRESCRIPTIVE READING INSTRUCTION

_____T.R.I. RIGHT TO READ PROJECT

_____GLASSBORO RIGHT TO READ PROJECT

_____RIGHT TO READ: WILSON JUNIOR HIGH SCHOOL

_____EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)

_____NEW ADVENTURES IN LEARNING (NAIL)

_____LEARNCYCLE: RESPONSIVE TEACHING

_____FAST: Functional Analysis Training

_____INTENSIVE READING IMPROVEMENT PROGRAM

Objectives/Testing Systems for Use with Basal Text Programs

_____WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT: WORD ATTACK

_____WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT: COMPREHENSION

_____WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT: SELF DIRECTED INTERPRETIVE AND CREATIVE READING

_____WISCONSIN DESIGN FOR READING SKILLS DEVELOPMENT: STUDY SKILLS

_____PROFICIENCY VERIFICATION SYSTEM FOR READING

_____UTAH SYSTEMS APPROACH TO INDIVIDUALIZED LEARNING(U-SAIL)

_____SYSTEM FOR OBJECTIVE-BASED ASSESSMENT OF READING (SOBAR)

NAME: _____

SCHOOL: _____

ADDRESS: _____

_____

ZIP: _____

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Office of Dissemination/Diffusion
Department of Education
Knott Building
Tallahassee, FL 32304

Objectives/Testing Systems for Use with Basal Text Programs (Continued)

_____PEGASUS-PACE: CONTINUOUS PROGRESS READING PROGRAM

_____SYSTEMATIC APPROACH TO READING IMPROVEMENT (SARI)

_____INSTRUCT" INSTRUCTIONAL SYSTEM FOR TEACHING READING USING CONTINUOUS PROGRESS TECHNOLOGY

_____HOFFMAN SYSTEMS APPROACH TO READING

_____AIRS: ANDOVER'S INDIVIDUALIZED READING SYSTEM

_____SDR: SYSTEMS DIRECTED READING

_____CLASSROOM INTERVENTION

_____INDIVIDUALIZED LEARNING FOR ADULTS

Reading Systems with Testing and Prescriptive Materials

_____A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION(SAII)

_____SWRL/GINN READING PROGRAM

_____MARC: Multisensory Approach to Reading Curriculum And Reading Readiness

_____SPIRAL: Systematic Progress in Reading and Literature

_____INDIVIDUALLY PRESCRIBED INSTRUCTION(IPI)

_____AKRON FOLLOW THROUGH

_____CRANE READING SYSTEM

_____SRA DISTAR READING

_____PROJECT R-3: READINESS, RELEVANCY AND REINFORCEMENT

_____MATTESON FOUR-DIMENSIONAL READING PROGRAM

_____READING/ENGLISH ROTATION PROJECT

_____DELTA

_____DESIGN II

_____PROJECT READ-WRITE

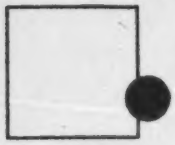
NAME: _____

SCHOOL: _____

ADDRESS: _____

_____

ZIP: _____



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